



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Curriculum Policy

St Mary's Primary School

Date agreed by Performance and Standards committee: February 2021

Date to be reviewed: February 2023

Principles

St. Mary's Academy Trust's schools each offer a curriculum that is broad, balanced and relevant and meets the needs of all of our children whatever their ability. Our curriculum is comprised of The National Curriculum's core and foundation subjects and the wider school curriculum and meets all statutory requirements. All schools are expected to deliver a personalised curriculum designed to meet the needs of their current pupils and context of the school, providing them with a wide range of relevant, challenging and stimulating learning experiences. All staff must follow and implement the Curriculum Policy.

We believe in the importance of helping our pupils develop as a whole person and aim to ensure that all of our pupils reach their full potential in all areas of the curriculum. We believe it is our duty and responsibility to provide them with as broad a range of experiences as possible, including through outdoor learning, use of the local and wider community, theme days, and educational visits and visitors that really bring our curriculum to life. Wherever possible, we aim to engage parents and carers in the curriculum and their children's work, for example through termly curriculum meetings, homework tasks, work sharing assemblies and parents' evenings.

The curriculum we offer provides opportunities for children to develop as independent, lifelong learners who are capable of collaborative learning, creative and critical thinking, problem solving and empathy for others and are beginning to develop an in-depth understanding of the world in which we live. Our schools' curriculums will help to prepare them for the next phase of their education and as learners of the 21st Century and ensure that they grow into responsible citizens who make a positive contribution to society.

Policy Aims

- To ensure that all schools within St. Mary's Academy Trust design and implement a curriculum that follows the curriculum principles outlined below.
- To ensure that all pupils receive a high quality education that supports and challenges them to achieve their very best in all areas of the curriculum.
- To provide a clear framework and set of expectations for schools and all staff for the delivery and assessment of the curriculum.
- To provide all parents and carers with a clear outline of the intent and implementation of their child's curriculum therefore ensuring that they feel part of the school and know how to support their children in their educational development at home.

This policy should be read in conjunction with:

- Early Years Foundation Stage policy
- Assessment policy
- Equality information and objectives
- Relationships and Sex Education policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Disability policy
- Teaching and Learning principles

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework alongside the SMAT Early Years Foundation Stage Policy.

Curriculum Principles

All schools within St. Mary's Academy Trust should design their own curriculum in line with the following 'Curriculum Principles' to ensure that they are meeting the educational, personal, social and emotional needs of all pupils within their school.

All schools will:

- Have a clear vision for their own school's curriculum which allows them to meet the needs of their school, pupils and local community, including identifying a set of key drivers which will be embedded within the planning, teaching and outcomes of all subjects.
- Ensure all stakeholders of the school have a clear and common understanding of the school's curriculum intent, its implementation and how it will evidence impact.

All schools should design and implement a curriculum which:

- Reflects St. Mary's Academy Trust's ethos of excellence and high ambitions for every single pupil in their care.
- Ensures that all pupils receive a broad and balanced curriculum which is not narrowed at any year group for any individual or group of pupils.
- Broadly follows the contents of the National Curriculum and is enhanced and enriched with additional content and experiences which are tailored to the needs of the pupils and context of the school as the school sees fit.
- Is progressively more challenging in both knowledge and skills, being carefully sequenced so that new knowledge and skills build upon what has been taught before and working towards clearly defined end points which they wish pupils to meet by the end of each year group.
- Allows pupils to gain new knowledge and skills; transfer key knowledge to long-term memory; and apply knowledge and skills in a range of contexts independently.
- Enables all pupils to be successful and achieve, including quickly addressing gaps in pupils' knowledge and skills, enabling the vast majority of pupils to catch up and meet their end of year milestones.
- All pupils can access, including successfully adapting the curriculum where necessary to ensure that it caters for the needs of all pupils and is fully inclusive, including for our most

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disadvantaged pupils and pupils with SEND, giving all pupils the knowledge, skills and understanding they require to be successful in life.

- Has a rigorous and sequential reading curriculum, which includes the teaching of synthetic phonics. The reading curriculum should ensure that the vast majority of pupils become fluent readers in Key Stage 1, enabling them to access and understand a full range of subjects at Key Stage 2. They also ensure that any pupils who are not fluent readers by the end of Key Stage 1 receive effective intervention which enables them to close the gap quickly to their peers.
- Develops the essential skills of reading, writing and mathematics and ensures that pupils have opportunities to apply these skills in a variety of different contexts, including reading age-appropriate texts across the curriculum at each stage of their education.
- Ensures that all pupils have a solid foundation and preparation for the next phase of their education and development.
- Promotes pupils' spiritual, moral, social and cultural development, preparing them for life as effective, responsible and active citizens and enables them to respond positively to the opportunities and challenges of a rapidly changing world.
- Enables pupils to make a highly positive and tangible contribution towards life, their local and wider community
- Allows pupils to develop a deep understanding of fundamental British values: their understanding of the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance in a diverse society.
- Allows pupils to develop as enthusiastic learners with a positive attitude and commitment towards their education.
- Develops resilient, confident and independent learners.
- Enables pupils to develop an understanding of how to stay safe and stay healthy, both physically and mentally.
- Provides an ambitious wider curriculum offer, including providing pupils with a rich and varied range of extra-curricular activities and learning experiences, which all pupils are able to access.

All schools will:

- Use assessment effectively to support the teaching of the curriculum, including to inform teaching and learning, assess what pupils know and can do, and what they need to know and do next, informing next steps to learning for all pupils.

Areas of Learning

The Early Years Foundation Stage (EYFS)

Teaching in the EYFS setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (3rd April 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

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Characteristics of Effective Learning:

The ways in which young children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas of EYFS and support the child to remain an effective and motivated learner.

The curriculum is centred on 3 prime areas of learning:

- 1. Communication and Language*
- 2. Physical Development*
- 3. Personal, Social and Emotional Development*

Providers must also support activities through four specific areas which strengthen the prime areas.

These are:

- 1. Literacy*
- 2. Mathematics*
- 3. Understanding of the World*
- 4. Expressive Arts and Design*

All areas of learning are given equal weighting and value and no one area of the curriculum is more important than another. These areas of learning and development address young children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all the areas of learning are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning.

St. Mary's Academy Trust believes that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. The EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1 and we emphasise the importance of effective transition between these two phases of a child's education.



Key Stage 1 and Key Stage 2

Areas of Learning

St. Mary's Academy Trust follows the statutory Primary National Curriculum. At Key Stages 1 and 2 all schools must teach:

The Core Subjects:

English
Mathematics
Science

Literacy:

The literacy curriculum comprises of:

- Spoken language
- Reading
- Phonics
- Writing (spelling, handwriting and composition)
- Vocabulary, grammar and punctuation

Mathematics:

The mathematics curriculum comprises of:

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions (including decimals and percentages)
- Algebra
- Measurement
- Geometry (properties of shapes; position and direction, motion)
- Statistics
- Ratio and proportion (Year 6)

The Foundation Subjects:

Art and Design
Computing
Design and Technology
Geography
History
Languages (KS2)
Music
Physical Education
Religious Education
Personal, Social, Health and Citizenship Education, including the teaching of British Values and Relationships Education

Curriculum Implementation at St Mary's Church of England Primary School

Curriculum Vision

At St Mary's Church of England Primary School we have designed a bespoke, intentionally sequenced curriculum with clear, well understood end points in order to meet the needs, interests and ambitions of our children and their families. Our curriculum is planned to ensure all children have the opportunity to build their vocabulary, knowledge and skills in all subjects so that they reflect thoughtfully, learn eagerly and apply these wisely.

Our ambitious and rich provision, with well-planned experiences, in and beyond our subject curriculum ensure both academic and personal success for all children.

Our Key Drivers

Communication

Communication is key to the development of a child's learning and thinking, social and emotional wellbeing and self-belief in the power and influence of their own voice. The primary aim of our curriculum is that our children develop the necessary skills to communicate effectively their thoughts, ideas and feelings as well as knowing how to speak and listen with respect in a variety of different situations and contexts.

Reading

Opportunities for all children to read well and widely permeates our curriculum. This is because we curate the best literature for our pupils, we plan intentionally high quality cross curricular texts and we are ambitious for the vocabulary our children should know, understand and use. We firmly believe reading broadens children's horizons, develops their imagination and provides them with a rich vocabulary. We believe reading is a vital life skill that will carry our children through their primary years and prepare them for lifelong learning.

As a Church of England school, our distinctive set of Christian values are embedded throughout all areas of our school:

Love
Respect
Forgiveness
Responsibility

They can be seen explicitly through the life of the school.

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Curriculum Delivery

Literacy:

At St Mary's we use a balanced approach to the teaching of reading. Teachers skilfully apply different approaches to reading at different stages including shared reading, guided reading, independent reading, 1:1 reading and reading aloud to children. All children receive a daily reading session with either a focus on fluency, where appropriate, a purposeful independent task or a carefully planned taught session focussing on a specific skill. In our reading sessions we use challenging, engaging texts across school. High quality evidence from reading sessions, covering a wide range of skills, can be seen in the children's reading books.

Reading at home.

Every child in school has access to high quality texts that are available to take home and read as well as a home reading diary. In KS2 children use the library to change their own reading books. All children who are accessing phonics will be sent home an Oxford reading book that closely links to the phonics phase they are currently working on in school as well as an appropriate reading book that will generate a love and enjoyment of reading.

All children in EYFS and Year 1 access daily phonics teaching that follows the Letters and Sounds Programme. The daily teaching incorporates revisit of previous sounds taught, the introduction of a new tricky word and a new sound. With then time to practice and apply the new sound. We believe phonics is vital in enabling children to become fluent readers and is best taught through quick paced, engaging activities where children have the opportunity to apply both previous and new learning in reading and writing. Children are taught to segment and blend words and are encouraged to use correct terminology.

All KS1 children are encouraged to apply their phonic knowledge throughout the day in all subjects when reading and writing. In EYFS children are encouraged to apply their new knowledge when accessing all areas of provision.

Mathematics:

In school, we follow the National Curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment. This approach makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We believe mathematics is an important part of children's development throughout school, right from an early age. Mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning. We intend on delivering a curriculum which allows children to be a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a mastery curriculum approach. Mathematics at St Marys gives each pupil a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.

The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time. At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses. Children can acquire the skill, apply the skill or deepen the skill within the lesson.

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Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a greater depth activity. This task challenges the pupils and ensure that they are using more than just one skill to be able to answer the mathematical problems.

Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking. Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.

Pupils at St Mary's should know their times tables to 12 x 12 by the end of Year 4. A secure understanding of times tables feeds into many other areas of Mathematical thinking, and it is expected that children are able to use their tables in subsequent years to use and apply their knowledge of tables when working at a greater depth.

Science:

Our science curriculum allows children to develop secure understanding through the specific disciplines of biology, chemistry and physics and provides the foundations for understanding the world. Our children will have access to different types of science enquires and be able to answer specific questions about the world around them. Children will also have the opportunity to build up an extended specialist vocabulary. Children in Key Stage 1 will be able to experience and observe phenomena and look closely at the natural and human constructed world around them. They will use scientific enquiry to answer their own questions and observe changes, notice patterns and carry out simple comparative tests. Children in Key Stage 2 will develop a deeper understanding of a wide range of scientific ideas by selecting the most appropriate ways to answer scientific questions using different types of scientific enquiry. Pupils will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. All children will have regular opportunities to work scientifically alongside substantive science content.

Inclusion

Teachers set high expectations for all pupils and deliver a broad, balanced and ambitious curriculum for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and Responsibilities

The Headteacher:

The Headteacher is responsible for ensuring that this policy is adhered to, and is accountable to the Board of Trustees for the intent, implementation and impact of their curriculum, including for the quality of curriculum delivery and outcomes for all pupils.

The Headteacher will:

- Ensure that their curriculum is designed to meet the above curriculum principles and the school's own curriculum drivers;
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Ensure the local governing body and Board of Trustees is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum where appropriate;
- Ensure that the curriculum is implemented across school to a high standard;
- Be responsible, with support from St Mary's Academy Trust's educational team, for providing high quality continued professional development to all staff members to ensure high standards of teaching and learning across the curriculum.
- Ensure that the statutory information on the curriculum is available for all stakeholders to access on the school's website;
- Manage requests to withdraw children from curriculum subjects, where appropriate;
- Ensure there is appropriate provision in place for pupils with different abilities and needs, including children with SEN.

The Board of Trustees

Through its Performance and Standards Committee the Board of Trustees will:

- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensure the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement;
- Ensure that it has a clear overview of the quality of curriculum design in each school;
- Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate;

The Local Governing Body

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The local governing body (or the school's Performance and Standards Committee where this is the case) will:

- Participate actively in decision-making about the breadth and balance of the curriculum;
- Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation;
- Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;
- Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- Ensure the school implements the relevant statutory assessment arrangements;
- Monitor the extra curricular and enrichment provision offered by the school, its uptake and impact upon pupils.

Other Members of Staff

Curriculum Leaders will:

- Monitor the effectiveness and impact of curriculum delivery alongside the headteacher in order to ensure high standards in all year groups and for all pupils and report findings to the School Leadership Team (SLT) and local governing body as appropriate;
- Support the development of subject leaders, for example through coaching;
- Support the development of individual teachers, for example through coaching and team teaching;
- Evaluate the curriculum intent, the long term and medium term curriculum plans and adapt the curriculum offer as appropriate during the academic year but at least annually to ensure that it meets the needs of all pupils.

Subject Coordinators (also may be referred to as subject champions or subject experts) will:

- Develop an expert knowledge of their area of the curriculum, including keeping up to date with any local and national changes in their subject area and developing professional links with specialists and relevant organisations;
- Conduct and disseminate research linked to their area of the curriculum;
- Provide CPD and, where appropriate, working alongside the Curriculum leader to provide individual support to teachers and other members of staff such as teaching assistants to support them in the delivery of the curriculum;
- To promote their subject within the school community and externally, including through maintaining the learning environment for their subject in shared central areas of school and through maintaining their subject area information of the school website and other social media;
- Ensure that members of staff have access to a range of high quality and age appropriate resources to support them in the delivery of the curriculum.
- Collate work portfolios and examples in order to set and evidence clear expectations of outcomes at each year group; setting standards

The SENDCo will:

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- Ensure that proper provision is made for pupils with special educational needs (SEN), for example through learning walks, looking at outcomes in books and supporting individual teachers with the planning of appropriate provision for pupils with SEN.

Teachers will:

- Ensure that the school curriculum is implemented in accordance with this policy;
- Plan, prepare and deliver series of lessons which meet the needs of all pupils;
- Share pupils' learning and successes in the school community;
- Assess pupils' learning across the curriculum.

Monitoring of the Curriculum:

The Headteacher will monitor (through a range of monitoring activities across the year) the impact of both the curriculum and wider curriculum offer, including ensuring that all children regularly access and participate in wider curriculum lessons and activities.

St. Mary's Academy Trust moderates the judgements of each school on the effectiveness of their curriculum delivery each year through regular teaching and learning enquiries, scrutiny of standards of work and outcomes for pupils. This information is reported to the Chief Executive of the Trust and the Board of Trustees.

Sharing of information:

It is the responsibility of all schools to publish their school curriculum by subject and academic year online and make every attempt to inform and engage parents in children's learning through a wide range of strategies, including sharing pupils' work and progress on a termly basis.

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Glossary:

EYFS – Early Years Foundation Stage

ICT – Information and Communication Technologies

KS1 – Key Stage 1

KS2 – Key Stage 2

PE – Physical Education

PSHCE – Personal, Social, Health and Citizenship Education

RE – Religious Education

RSE – Relationships and Sex Education

SEN – Special Education Needs

SENDCo – Special Education Needs and Disabilities Coordinator

SMSC – Spiritual, moral, social and cultural development

Appendix 1

The following illustrates ways in which the Board of Trustees and Local Governing Bodies can monitor arrangements for the Curriculum. This is not an exclusive list and the Board and LGBs can request any additional documents or information as necessary:

The Board of Trustees

Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets	<ul style="list-style-type: none">• School self-evaluation• School development plan• Assessment data
Ensure the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement	<ul style="list-style-type: none">• Reviews of teaching and learning, e.g. enquiries• Headteacher reports on curriculum• Curriculum information on school websites (e.g. Intent, Implementation)
Ensure that it has a clear overview of the quality of curriculum design in each school	<ul style="list-style-type: none">• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)• School's personalised section of curriculum policy• Curriculum information on school website including intent and implementation statements• Curriculum schemes (progression document, curriculum map)
Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate	<ul style="list-style-type: none">• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)• Assessment data• Headteacher reports

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Local Governing Body

Participate actively in decision-making about the breadth and balance of the curriculum	<ul style="list-style-type: none"> • Curriculum policy and additional policies that sit under this (e.g. RSE) • Curriculum schemes • Curriculum intent and implementation statements
Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation	<ul style="list-style-type: none"> • Headteacher reports (e.g. impact statements, quality of standards of teaching, progression of curriculum) • Enquiry reports
Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;	<ul style="list-style-type: none"> • Curriculum timetables • Reports on quality and quantity of work – curriculum coverage reports
Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);	<ul style="list-style-type: none"> • SEN policy • SEN information report • Assessment data • SENDCo reports (e.g. on classroom observations, data and progress) • Enquiry reports • SEN reviews
Ensure the school implements the relevant statutory assessment arrangements;	<ul style="list-style-type: none"> • Monitoring arrangements and reports from Trust educational team • Any LA monitoring reports
Monitor the extra curricular and enrichment provision offered by the school, its uptake and impact upon pupils.	<ul style="list-style-type: none"> • Information on extra-curricular uptake • Headteacher report on impact (e.g. engagement of different groups; impact e.g. on pupil attendance, behaviour, social and emotional needs)